

DOCUMENT RESUME

ED 162 389

24

EA 010 883

AUTHOR Cunningham, Richard
TITLE Multi-Unit High School. Staff Development Manual.
INSTITUTION North Hunterdon Regional High School, Annandale,
N.J.
SPONS AGENCY Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C.
BUREAU NO 72-455
PUB DATE Sep 76
NOTE 62p.; For related documents, see EA 010 884-889;
Photos may not reproduce clearly
AVAILABLE FROM North Hunterdon Regional High School District, Route
31, Annandale, New Jersey 08801 (\$36.00 for set of
7)
EDRS PRICE MF-\$0.83 Plus Postage. EC Not Available from EDRS.
DESCRIPTORS Decision Making; Educational Objectives; Faculty
Development; Inservice Teacher Education; Leaders
Guides; *Manuals; Multiunit Schools; Program
Descriptions; Questionnaires; Secondary Education;
*Staff Improvement; *Teacher Workshops
IDENTIFIERS North Hunterdon Regional High School District NJ

ABSTRACT

In order to effectively bring about permanent changes in a school setting, the educators involved must accept the changes privately as well as complying with them publicly. The staff development specialist must convince the educators that positive change is both necessary and possible and provide support during the implementation period. As used by New Jersey's North Hunterdon Regional High School District in the development of the multi-unit high school concept, the workshop is designed to foster a sense of unity in a rapidly growing faculty, to develop an educational philosophy among faculty members, and, by achieving these goals through a pluralistic decision-making process, to point the way toward use of this process in the new school's organizational structure. Other activities requiring staff development specialists at North Hunterdon included training teachers in the creation and positive use of the program objectives required by state law, and assisting the faculty in organizing inservice workshops. This document describes these activities and presents appendices illustrating materials used in workshops and performance objectives training. (Author/PGD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Multi-Unit High School

Staff
Development

ED162389

EA 010 883

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Olga Kupczak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, N. J.

OFFICE OF THE COMMISSIONER

The Multi-Unit High School Program is a comprehensive approach to advancing creativity in secondary schools. It improves student performance within a humanistic environment. It also decentralizes decision making, enabling those affected by decisions to participate in their resolution through consensus techniques. The program places equal emphasis upon meeting the needs of students and providing a rich and varied curriculum. It is a quality educational program designed to enhance student learning within our high schools.

Fred G. Burke
Fred G. Burke
Commissioner

**North Hunterdon Regional High School District
Route 31
Annandale, N. J. 08801**

MULTI-UNIT HIGH SCHOOL

STAFF DEVELOPMENT MANUAL

BY

DR. RICHARD CUNNINGHAM

Project Number 72-455, Title III and IVC, E.S.E.A.

September, 1976

Photography

Lee Burdette MUHS student

Pete Zakroff ZM 2

Cover design and sketches

Joanne Gargiula MUHS student

Printing — The Democrat Press

Editing

Olga Kupczak

Randy Schaeffer

Thank you to all of the secretaries who spent many hours typing the manuscripts.

The materials presented herein were prepared pursuant to a Grant from the New Jersey State Department of Education under provisions of Title IV-C of the Elementary and Secondary Education Act of 1965 as amended, added by section 401, P.L. 93-380. However, the opinions expressed herein do not necessarily reflect the position or policy of the New Jersey State Department of Education nor of the United States Office of Education.

Copyright 1977, North Hunterdon Regional High School District, for the duration of five years.

FRED G. BURKE
Commissioner of Education

RALPH H. LATALLE
Deputy Commissioner

GARY GAPPERT
Assistant Commissioner
Division of Research, Planning & Evaluation

STATE BOARD OF EDUCATION

Ruth H. Mancuso, President	Gloucester
Anne S. Dillman	Middlesex
S. David Brandt	Camden
William Colon	Hudson
Susan N. Wilson	Mercer
Bryant George	Bergen
E. Constance Montgomery	Morris
Katherine Neuberger	Monmouth
P. Paul Ricci, Vice President	Cumberland
Sonia B. Ruby	Atlantic
Jack Slater	Passaic
Helen A. Zehner	Salem

Secretary, Fred G. Burke, Commissioner of Education

Ex Officio

T. Edward Hollander, Chancellor, Department of Higher Education

STATE ADVISORY COUNCIL

Elementary and Secondary Education Act

Title IV

Eileen Burke	Joseph Fittipaldi	Edward Ortiz	Parthenia Smith
Paul Campbell	Roslyn Gross, Director	Robert Pecka	Willa Spicer
Elizabeth Cotton, Jr.	Jeanne Heningburg	William Phillips, Jr.	Vera Sullivan
Russell Dauscher	Brenda Johnson	Paul Protic	Thomas W. Sykes
Michael DeRogatis	Robert Lachenauer	William E. Schneider	Sister Mary Winifred
Joseph Dimino	Bruce McClellan	Thomas Scraydarian	

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

James J. Drautman, President
Richard Dieterly, Vice President

Joseph Barton
William H. Bender
George A. Cregar
John V. Dalton
Maud Dahme
Benjamin J. Dontzin

Janet LeClair
Ann Manchur
Archie E. Mitchell
Albert Nagie
George Plushanski
Frank T. Romano

Helen B. Young

ADMINISTRATIVE STAFF

Superintendent
Kenneth D. Hall

Assistant Superintendents
Paul E. Rickenbach and Dario Valcarcel, Jr.

Assistant to the Superintendent
Denis R. Ditze

Directors
John L. Bishop and Richard C. Cunningham

North Hunterdon High School

Principal Robert S. Kish
Assistant Principal — Instruction Joseph R. Mammana
Assistant Principal — Student Services James R. Hoover

Voorhees High School

Principal William E. Conwell
Assistant Principal — Instruction Carl D. Morrison
Assistant Principal — Student Services Leonard F. Lane

Dario Valcarcel, Jr.
Multi-Unit High School Project Director

TABLE OF CONTENTS

INTRODUCTION	1
Change Theory	1
THE NHRHSD WORKSHOP	4
Background	4
Planning	5
Workshop Format	7
Workshop Implementation	8
Conclusions	24
PERFORMANCE OBJECTIVES	27
Background	27
Definition	27
Application	28
Teacher Training	28
ADDITIONAL STAFF DEVELOPMENT TRAINING	32
Background	32
Teacher Styles	33
Reading in the Content Areas	34
Calculus	34
Science	34
LIST OF APPENDICES	36

P R E F A C E

The Multi-Unit High School (MUHS) combines an instructional strategy, organizational structure, and staff development process into a total model that helps schools meet student perceived needs, assessed needs, career requirements, and human development needs. Successful implementation of the model can produce a school environment which is more open, trusting, cohesive, and positive to staff and students alike via Learning Communities (LC's) and a multi-selective structure.

The MUHS model can be compared to a theatre: the organizational structure provides "the set;" the instructional techniques provide the "script" and "props;" the students, supportive staff, teachers, and administrators are the "players;" and the community provides the financial backing and guidance through the superintendent — the "producer." The project director serves as the "director" of the production. Similar to a successful play, the Multi-Unit High School depends on the interaction of the audience, actors, director, and the community.

The nine essential players: Project Director, Superintendent, Principal, Assistant Principals, Learning Community Leaders, Department Chairpersons, Guidance Counselors, Learning Community Staff, and Staff Development Specialist each have produced a manual which details the role they play in a successful production. All manuals are interrelated, and it is essential that they be reviewed by all concerned to insure the success of the production or the model.

Dario Valcarcel, Jr.
MUHS Project Director
North Hunterdon Regional High School District
Annandale, N.J. 08801
(201) 735-5191

INTRODUCTION

It is often very difficult to bring about successful, major changes in a school setting, especially if such changes threaten to bring about a change in the general status-quo. However, the Multi-Unit High School concept, if it is to work, often necessitates major changes — changes in the basic organization and daily functioning of a secondary school. Such change can be either transitory or permanent. For this project to be a success, permanent, internalized changes have to be effected in administrators, teachers, and students.

Who is responsible for bringing about the changes necessary for a project of this type to succeed? The answer is many people, all working together as a cohesive team. It is for this reason that nine separate manuals have been written, each addressed to a different member of the team. This particular manual has been written specifically for the school or district person assigned the task of designing and implementing staff development activities and/or programs. As such, this manual is both theoretical and practical; the concept of change theory is examined, but is followed directly by a detailed description of exactly how staff change was facilitated at the North Hunterdon Regional High School District. The specific process and actual procedures are described in sufficient detail to give the local staff development specialist a solid feeling for what actually occurred. In addition, whenever appropriate, suggestions and cautions are given so that the adopter district can benefit from the developer district's experience.

Change Theory

With the above as background, brief mention should be made of the underlying theory of change used in developing the North Hunterdon-Voorhees approach. **Just what is the theoretical model being followed?** Research in the field of conformity is helpful in addressing this basic problem. This research makes a clear distinction between two types of change, using the terms "public compliance" and "private acceptance." When applied to an educational institution, "public compliance" is relatively easy to accomplish, and can often be effected by a forceful administrator. In such a situation, teachers often "go along" with the change, when and only when an administrator "is watching." On the other hand, if the change is to become internalized to the point that it becomes an accepted, permanent element of the school system, staff members, including teachers and administrators, must reach a deeper level of change; that of "private acceptance."

How can lasting change be brought about? Basically, several steps need to occur. First, a large enough portion of the school staff must become convinced that they want/need to bring about change. (Research indicates that about 20% is necessary here.) Thus, this first step must be highly motivational in nature. It must disturb the equilibrium of the status-quo, but in a positive way, so that those disturbed are willing to move ahead rather than remain hostile guerillas, attacking the proposed change whenever possible. This first step must leave staff members with an open mind; willing to listen further, investigate, debate, and perhaps take a chance.

In step two, the desired changes must be explored in greater depth. Now that the staff is willing to listen, the goal of the second step is to convince them of two things: first, that the proposed changes are both logical and educationally acceptable — they will result in a better school; second, that the changes are attainable — they represent realistic strategies/methodologies that can be accomplished. In short, the second step must convince the

listener that the proposed changes are viable alternatives to the status-quo.

In step three, the proposed changes are actually put into operation, either in mass or by a substantial minority on a "trial" basis. Here the staff puts the idea to the test. Those desiring the change to succeed must play a large part here. Participants need to be praised when things go right; supported and consoled when things go wrong; and assisted in making the modifications and revisions necessary to transform ideas into reality.

To summarize, successful changes are based upon three major steps:

1. Enthusiastic, energetic motivation to change;
2. Careful explanation and understanding of the proposed changes and how they will benefit the system;
3. Constant, positive support as the changes are implemented in the real world.

The remainder of this section of the manual deals specifically with the first, motivational step. It describes a process used to help establish a climate conducive to change; in this case, the planning and implementation of a two-day staff development workshop for the entire school staff.

The process used at the North Hunterdon Regional High School District involved three separate steps. In step one, a small group of staff members attended a training workshop at which they were introduced to a possible model for a district staff development workshop. In step two, this initial group transformed itself into a district planning committee to develop its own workshop model for use with the district staff. Thus, steps one and two produced a small group of local staff members prepared to serve as resource people to train the entire district staff, as well as produced a local workshop format geared to meet the specific goals and needs of the local district. In step three, the actual district workshop was conducted by this trained cadre of local staff members.

The next sections of this manual will deal respectively with the background, planning, and implementation of the district workshop, as well as some conclusions and suggestions for adopter districts.

THE NHRHSD WORKSHOP

Background

The staff development workshop had its beginning when the director of staff development programs and fourteen other teachers and administrators attended a three day workshop in Bound Brook, New Jersey, under the general direction of Clarence Lynn, Program Coordinator, Office of Program Development for the New Jersey State Department of Education. The major purpose of the Bound Brook workshop was to introduce the participating school districts to the concept of Individually Guided Education (IGE). However, in order to set the stage for IGE, the workshop director planned to use major elements of the WE AGREE process developed by I/D/E/A. "WE AGREE" employs a series of exercises and simulations to develop interpersonal relationships and group consensus-making techniques, which in turn are used to create a philosophy of education based upon a series of WE AGREE statements.

NOTE: For those districts interested in examining and/or adopting the complete WE

AGREE process as developed by I/D/E/A, information can be obtained by writing:

I/D/E/A Change Program for Individually
Guided Education Ages 14-19
Innovative Programs
Suite 300, 5335 Far Hills Avenue
Dayton, Ohio 45429

There are several trained I/D/E/A facilitators in the state of New Jersey who can conduct complete training programs in the I/D/E/A - WE AGREE process. They can also be contacted by writing to the above address.

Whereas the intent at the Bound Brook workshop was to use the WE AGREE process to motivate interest in IGE, The North Hunterdon Regional High School District participated in the WE AGREE process in order to evaluate its potential as the format for an all-district motivational workshop for the Multi-Unit High School project. The district's staff felt that only a partial WE AGREE process (which usually takes three days in itself) could be attempted, and the district's staff felt that they had participated in enough of the WE AGREE strategies to evaluate the process' potential for use at North Hunterdon Regional High School's workshop.

Planning

The Bound Brook workshop took place at the beginning of the second year of the Multi-Unit High School project. Whereas, the first year had been spent "planning" by a rather small group of staff members, the goal of year two was the creation of as many learning communities as possible. This goal was known by the Bound Brook participants as they met to evaluate their Bound Brook experience.



The initial consensus of this group was that the WE AGREE concept could be used to stimulate the entire faculty to examine themselves, their commitment to education, and the possibilities of the Multi-Unit idea. However, it was agreed by all that three days would be too long; the benefits to be gained by a third day would be negated by the desire to get back into the classroom. In addition, since the workshop would necessitate total teacher commitment during the entire three days it seemed too long to keep students home. Consequently, a two day format was established.

The district traditionally held a one day workshop on a Friday early in December. It was decided to expand this to two days, Thursday and Friday. Concurrently with discussions about the time factor, the fifteen Bound Brookers, having evolved into a district workshop planning committee, developed three major goals that hopefully would be accomplished at the two day workshop. These initial goals are stated below:

1. Cohesion of the Faculty: Rapid growth of the district had transformed the district from a small regional high school to an educational establishment of 2,300 students with a professional staff of more than 140. This growth had brought a corresponding decrease in faculty intimacy and togetherness. The committee felt that the workshop could help restore a greater sense of faculty togetherness.
2. Development of an Educational Philosophy: While the committee recognized that it would be impossible to develop a school educational philosophy during the brief time-span of the workshop, it was hoped that the workshop would serve as a catalyst to stimulate the staff to examine their own educational beliefs, as well as that of their learning communities and/or the school in general.
3. Development of Learning Communities (LC's): LC's would necessitate major changes in curriculum and curricular design when entire LC's worked to adopt existing courses and/or develop new courses geared to the specific needs of their individual students. In addition, LC's would be expected to make decisions in such diverse areas as teaching methodology, budgets, guidance, and student discipline. Techniques and strategies used during the workshop sessions could serve as models for pluralistic decision-making processes which are necessary for the smooth functioning of learning communities.

With the go-ahead decision made, the district director of staff development programs prepared an initial workshop design that was discussed, debated, and modified at the next meeting of the planning committee. Clarence Lynn of the State Department was then contacted for his advice and suggestions regarding the planning group's proposed modification of the WE AGREE/Bound Brook process.

Two other planning meetings followed. The first one cemented the final workshop design, finalizing the various changes and modifications that had been presented. In the interval between the first and second meetings, the director of staff development programs coordinated the preparation of all necessary workshop materials. When this was accomplished, a final meeting was held with the planning committee, each of whom would play a major part in the workshop as a small group leader.

After going over the total sequence of activities, the director reviewed each activity until all committee members were sure of the roles they would play. This again was an important step, for the ultimate success of the workshop would depend largely upon their skill and leadership within their individual groups, as will be seen when the workshop format is discussed.

Workshop Format

The very size of the district's staff (about 140 teachers and administrators) meant that a single workshop would get unwieldy due to sheer size. For this reason, the faculty was randomly divided into two smaller groups of about 70 people each. As a group of seventy would still be much too large to conduct many of the planned activities comfortably, each large group was further broken down into seven small groups of about ten each. One of the original planning committee members acted as a small group leader (SGL) for each of the 14 resulting groups for both days. In this way the planning committee used the expertise they had gained during the



original training workshop. The district staff development specialist served as workshop facilitator of one large group, while Clarence Lynn performed a similar role in the second large group.

The logistics of group make-up was solved as follows. All groupings were created during the planning sessions, and each staff member was assigned a number. This number was written on his name tag, which he received at the start of the day when all participants met for coffee and donuts. (i.e. John Smith A-4). At the start of the workshop, the teachers were instructed to break into two large groups, according to the A or B letter on their name tag. Once in their designated large group room (in this case the library or the cafeteria), they were further assigned to their small group according to the number from one to seven on their tag. This system worked smoothly and allowed the workshop to begin with a minimum of confusion.

From this point two simultaneous workshops of seventy people each were conducted in two separate rooms. The role of the workshop facilitator in each room was to introduce each activity, and then turn implementation over to the SGL's who subsequently led each activity. Meanwhile, the two facilitators met frequently to assure that the two groups stayed together. During day 1, all activities were conducted in the small groups with the exception of lunch and activity 6, which was conducted in the cafeteria while the entire faculty was still together following lunch. Activities for day 2 began in the small groups, but ultimately spread to the faculty as a whole, as will be explained further in the next section. In a smaller school system,

such a format might not be necessary; the entire workshop could be conducted in a single room. However, when dealing with the size of the group found here, the split proved advantageous in helping to develop group cohesiveness on several levels.

Workshop Implementation

Both the general format, as well as the specific activities of the workshop, were carefully planned and sequenced to accomplish the three workshop goals.

(1) The first goal, that of helping to **establish a greater sense of faculty togetherness**, was the major objective of day 1, (2) while the second goal, **development of an educational philosophy**, was the focus of attention on day 2. Meanwhile, the specific activities of both days served a double purpose. First, each helped accomplish a specific goal, one or two, as outlined above. In addition, each activity by itself demonstrated a specific teaching methodology or strategy useful to the pluralistic decision-making process necessary in learning communities. Thus, the entire workshop format served to help accomplish the third goal, (3) **assistance to the learning communities**.

In addition, an internal hierarchy among the activities that closely resemble the five major stages of Maslow's model for self-actualization can be found. These stages can be summarized as follows: **first**, a sense of physical security must be established; followed **second** by the development of a sense of belonging; **third**, a sense of love is created; followed by **fourth**, a sense of self-respect. Finally, the **fifth** stage brings about true self-actualization. While it is not claimed that a two-day workshop will produce a "self-actualized" faculty, the activities of the NHRHS workshop were designed according to these five stages.

In the following paragraphs, the specific strategies of each day are explained in detail. (The workshop activities are listed in Appendix A. Copies of the actual handouts used are found in subsequent Appendices.)

Note: To further help the local staff development specialist, the following strategy will be used. Portions of the narrative that pertain specifically to the North Hunterdon Regional High School District workshop will be written in the past tense, while "how-to-do-it" descriptions of the actual strategies used will be written in the present tense.

DAY I

As already described, the first day began with a total staff get-together over coffee and donuts. At its conclusion, the participants were instructed on how to form their respective large and small groups. Once these groups had been formed, the actual workshop activities began. All of the activities for day 1 were initiated in small groups and led by the planning committee member in charge of that group.

Activity I Autobiography. In this activity each participant presents a brief oral autobiography, centering upon his educational background and experiences as a teacher. Upon completion of the initial autobiographies, the group leader leads a feedback exercise entitled "I remember that . . ." In this portion of the activity, each member of the group is given positive feedback by other members of the group as they paraphrase his autobiography, using the phrase "I



remember that . . .” Thus, this initial activity serves two purposes. First, it acts to introduce members of the group to each other. This is important, for in a large faculty, not all members know each other well. Second, the group-reinforcement activity helps make each member feel that what he has said is important enough to have been retained by the group.

This was important as it was the initial step toward producing a positive, group cohesiveness which hopefully would be expanded as the workshop progressed.

Activity II

The second major activity, **Highpoints**, continued the group-building process. (See Appendix B.) This activity begins as each participant completes a “Highpoints” sheet, which details several high points that the participant has experienced during his life time. The sheet is completed individually in writing, and then communicated to the group in a discussion led by the group leader. Each participant begins by presenting his “highpoints” to the group. When he has finished, a second feedback exercise is used as a positive reinforcer. In this exercise, entitled “I like it when you said . . .”, each member of the small group provides positive feedback to the person who has just described his “highpoints;” using the above phrase to initiate recollection of a particularly positive aspect of the account.

Under the group leader’s direction, all participants recounted their “highpoints” and were then given positive feedback by all members of the group. Taken together, these two activities, along with their companion reinforcers, served to initiate immediate group identity and cohesiveness.

Activity III

The third activity was entitled **Positives A**. Like Highpoints, it is taken from the WE AGREE repertoire, but has been modified to meet the particular needs of this workshop. In this activity (See Appendix C), participants rank a number of characteristics as to **most** and **least** important or desirable in adults. Each participant begins by completing the handout individually. This is followed by a

group activity led by the SGL. Each member of the group begins by reading and explaining his choices to the small group. When all have finished, the SGL leads a discussion which culminates in the achievement of group consensus on the three most and least desirable traits.

At this point, the workshop facilitator takes direct control of the entire large group to conduct a continuation of the third activity.

Using the overhead and a grid like the one reproduced below, the facilitator produces a picture of all seven groups and how they compare with each other. (Each of the characteristics listed on Positives A is numbered, A to L, and these letters are used to complete the grid.)

POSITIVES PROFILE

Group Number	1.	2.	3.	4.	5.	6.	7.
Most Important.	1.						
	2.						
	3.						
Least Important	1.						
	2.						
	3.						

After each SGL reads off the results of his group's consensus, and the results are placed on the Positives Profile, the workshop facilitator can conduct a very lively large-group discussion, concentrating on areas where the small groups have disagreed the most. By this point in time, the individual small groups have become pretty tight little bands, and are more than willing to argue points of view with their neighbors. Thus, Positives A served several purposes. The initial activity and small group discussion that followed provided the staff with a working demonstration of consensus-making in action. As each group struggled, argued, debated, shared, compromised, and ultimately agreed upon a decision that all could accept, small group cohesiveness was strengthened. Group cohesiveness was further strengthened by the large-group discussion that followed, where individual groups worked to defend their hard-won consensus. By the time that this activity was completed, all those present had become active participants in a true workshop.

Activity IV

The next activity served to calm the group down in a manner that was relaxing and yet stimulating. The first of a series of short (10-20 minute) films was shown to the entire large group. Such films, often animated and frequently without words, are both entertaining and thought-provoking (see Appendix D for a

partial listing of films available.) When the film is over, participants discuss the film in their small groups. In these discussions, the task of each small group is to arrive at a single statement of the film's theme or main idea. When this has been done in all groups, the workshop facilitator leads a sharing exercise in which each SGL reads and comments on the statement developed by his group. This strategy was used during the workshop whenever a film was shown.

Activity V

By now it was time for lunch, but one final activity, the **Telegram**, remained (see Appendix E). The Telegram is a means by which individuals can send written messages to each other. The uses of this device are limitless, and are often one of the most lasting of techniques. For example, telegrams are still seen in mailboxes at North and Voorhees. As used in this workshop, each small group member is asked to write a short message, telegraph style, to the small group neighbor on his immediate right. The messages have to be **positive** in form, and deal with an observed strength, contribution, or personal characteristic observed during the morning session. These are written, signed, and delivered.

Thus, each person broke for lunch on a very positive note. The original telegrams were shared during lunch, and many additional telegrams were sent sailing across the cafeteria.

Activity VI

Following lunch, a **branching activity** was completed while the entire staff was still in the cafeteria. In this particular session, people are instructed to form pairs, and asked to elicit some simple information from each other. Next, each pair is instructed to join with another pair and share the information again. Groups of four become groups of eight and so on until the entire room is in chaos. This exercise helps demonstrate how difficult it is to communicate effectively in large groups as opposed to small groups (such as found at this workshop or in the Program Improvement Council (PIC) described in the Principal's Manual).

When the participants were instructed to move back into the relative "safety" of their small groups, they did so quickly, and the afternoon session began.

Activity VII

Brainstorming was the next activity. This can be a potent technique for generating a multitude of possible solutions to a problem. The directions are simple: a problem is put forth, and group members are asked to generate as many solutions as they can think of, usually within a time limit. One member of the group is asked to serve as secretary so that the suggestions can be written down as they are offered. Two other rules complete the necessary instructions. Rule one is that "piggy-backing" is encouraged. This means that members are free to build or "piggy-back" on the suggested solutions of others in order to generate additional approaches or responses. This further supports the positive nature of the group process. Rule two is that no negative comments are allowed during brainstorming, no matter how ridiculous a suggestion might seem at first hearing. "That won't work because . . ." is hence forbidden at a brainstorming session. Later, when the group has momentarily exhausted its creativity, it can go back and examine the responses generated in more detail and begin to rank order them under such general terms as impossible, possible, feasible, desirable

and preferred. As the purpose of this workshop was to give participants an initial taste of brainstorming, a nonsense task was brainstormed to make the process fun as well as instructional. Hence, the groups were given three minutes to brainstorm the possible uses of a wire coat hanger. At the end of this time each small group secretary read off the list generated by that particular group amid much general laughter.

Activity VIII With the small groups now re-established, the mood turned more sober with the next task — **Bomb Shelter** — decision-making task introduced to the director by Dr. Sydney Simon. In this activity, each individual assumes the role of neighborhood civil defense director who controls the entrance to a bomb shelter. The facilitator begins by introducing the participants to the ten residents of the civil defense director's neighborhood in small sketches (See Appendix F). When all ten characters have been introduced, each participant, playing the role of the civil defense director, is asked to choose six people to be allowed into the shelter (it's a small shelter!).

When this phase of the activity is finished, the SGL assumes control for the follow-up. Each member is given the chance to explain who he chose and why. Then the group is instructed to discuss, debate, and arrive at group consensus on six acceptable individuals. When each group has reached consensus, the workshop facilitator, with the assistance of the overhead conducts a large group discussion following the procedures used earlier for Positives A.

While no large group consensus was demanded for this activity, a stimulating discussion was generated as groups challenged each other to explain and defend their choices. This technique would later be applied in forming LC's policies.

Activity IX A second film was inserted here as a change of pace. Its implementation followed the procedures outlined for the morning session. As this workshop has been broken into two large groups, the groups simply exchanged films. Thus, by the end of the day all participants had seen both films. This helped to keep the two groups together.

Activity X The final activity of Day 1 was **Positive B** (see Appendix G). This activity was conducted in the same fashion that Positives A had been in the morning. The purpose here is to allow individuals, followed by small groups, and then the large group as a total, to compare two sets of responses to a similar task — identification of positive and negative character traits, when applied to two different populations; adults, and high school students. As the facilitator leads the large group discussion, he first constructs a Positive Profile for Part B, just as had been done with Part A. After discussion of Part B, he reintroduces the results of Part A by again displaying the earlier grid. The remainder of the discussion focuses on the differences in ranking, and possible reasons for this. This discussion marked the end of Day 1.

A brief meeting of the planning committee was held following the conclusion of Day 1 to assess progress. All agreed that the day's basic goal, that of establishing greater sense of faculty togetherness had been achieved, especially in regard to the small groups. Thanks largely to the skill of the SGL's, each small group had become a cohesive unit; teachers who had begun the day as strangers had emerged with a new-found closeness that prepared them for Day 2. In

addition, a real beginning had been made towards the accomplishment of the third goal. Both the Autobiography and Highpoints were strategies that could be used by learning communities, either among the staff, students, or both to develop group cohesiveness. Both Brainstorming and the Ranking followed by Group Consensus-Making could be used effectively to solve problems in learning communities. Even the Telegram was an instrument that could prove very effective in a learning community setting.

In terms of Maslow's five stages, what had been accomplished thus far? Stage one calls for the establishment of physical security. Several factors employed on Day 1 helped to make the participants physically comfortable. The very location of the workshop, in our school, begun over coffee and donuts, helped to get the workshop off on the right foot. However, the workshop location is a factor that each adopter district should look at carefully. In some situations, participants may feel more comfortable if the workshop is removed from the school setting. This helps to minimize distractions, especially if the workshop is being held for a portion of the faculty while school remains in session. If an alternative site is practical and available, it should be given serious consideration during the initial planning sessions. Large group meetings were also held in familiar settings, and everpresent coffee pots in both locations helped to further the informal mood.

A problem did emerge that needs to be mentioned and hopefully eliminated in replications. The two large groups met in the library and cafeteria, respectively. Post-workshop evaluations indicated that the library, with its books, carpeting, and comfortable chairs and tables, proved more conducive to the workshop atmosphere than did the cafeteria. The latter was simply too large; the seating uncomfortable; and the acoustics poor. In replications it would thus be well to avoid the cafeteria if possible. On a more positive note, the very structure and organization of the workshop, coupled with the "caring" attitude of both facilitators and small group leaders, provided a sense of security built upon the professionalism exhibited by those in charge.

The next two stages of Maslow's hierarchy; development of a sense of belonging and then love, were fostered by the very nature of the small groups. The two initial activities, Autobiography and Highpoints, along with their companion reinforcers, did much to initiate rapport and closeness among the members of each small group. Later activities, such as Positives A and B, and Bomb Shelter encouraged group members to express their own opinions, attitudes, and personal feelings in a friendly setting. Even the discussions that resulted strengthened the sense of togetherness and trust. Opinions were questioned, but in a positive way — no one was put down; no one was humiliated. Instead, true consensus was reached on important issues. Telegrams, used often in the small groups, were yet another expression of mutual caring. Thus, with the workshop half over, the first goal had been reached; a real start had been made towards the accomplishment of the third goal, and three of Maslow's stages had been realized.

DAY 2

The goal for Day 2 was the development of a school philosophy, or at least the initiation of such an attempt. Whereas the activities of day one had been general in their nature and content, all of the activities conducted on Day 2 centered around various facets of the educational process. Hence, the whole focus for Day 2 was educational philosophy.

Activity I

The first major activity of Day 2 actually began on Day 1 as a "homework" assignment. Each teacher is given a copy of "Educational Suggestions" adapted from Postman and Weingartner's book, **Teaching As a Subversive Activity**. Their task is to read these carefully and then rank them according to the instructions provided (see Appendix H). (This portion of the activity was completed as "homework.") Now the SGL's are able to move directly into small group discussions leading to group consensus. These issues are more directly applicable to the participants, (i.e. school and classroom atmosphere; teaching methodology), and differences are harder to resolve. Still, the SGL's are able to help each group reach consensus on this ranking.

At this point, the facilitator again takes over to complete Activity I in large group. The myriad of possible combinations produced by seven groups ranking sixteen items apiece make total group ranking and comparisons unwieldy; the facilitator concentrates upon each group's top and bottom three choices (numbers one to three; and fourteen to sixteen). In this way he is able to focus on where the groups have expressed their greatest discrepancies.



Although no large group consensus is demanded, the discussion is guided closely to help it focus on identifying and discussing divergent attitudes and opinions about the teaching process. This mutual understanding of the different philosophical starting points among participants is very helpful in later activities.

Activity II

Upon completion of the large group discussion, a short film was shown as a breather. A similar purpose and procedure as those already explained for Day 1 were followed with this film.

Activity III

The remainder of the morning was spent on an activity that centered on school philosophies. Participants begin this exercise by responding to a series of

statements taken from "typical" **School Philosophies** (see Appendix I). When this is done, the SGL's conduct follow-up discussions. Each individual is given the opportunity to explain his initial choices to the group. A general discussion within the small group follows, but no attempt is made to force small group consensus on this activity. Instead, members are encouraged to explain the reasoning behind their personal choices in order that fellow group members are helped to realize the diversity of educational opinions held by their teammates.

A similar course is followed in the large group discussion led by the facilitator; individuals and/or groups are encouraged to express their personal opinions and reasons for the same, rather than arrive at forced consensus. The large group discussion is important in further demonstrating the diversity of starting points for the major activity that begins after lunch.

It was at the close of this discussion that the large group facilitator let each group in on a secret: the statements that they had been discussing were not random statements taken from "typical" school philosophies. Rather, they had all been taken directly from the North Hunterdon Regional High School's philosophy as found in the student and teacher handbooks! This engendered a good deal of additional discussion at lunch which followed immediately.

Activity IV

The culminating activity of the entire workshop began immediately after lunch. This final task is the initial development of a new school philosophy, and is based upon an adaptation of the final phase of the WE AGREE strategy. In the district's adaptation, the six major categories of the WE AGREE workshop are maintained, and serve as the focus of the task. These categories are as follows:

1. The teacher as advisor
2. How students learn
3. Parental involvement in education
4. School/community relations
5. School organization
6. Curriculum

As has been done for the previous activities, the faculty remains divided in two large groups, each working in a different room. Within each of these two large groups, the small groups begin by each drawing one of the categories above.

When each small group has determined its own particular category, the basic task is explained. The goal of each small group is to generate several statements about their category that all members of the small group can agree with using the "WE AGREE" phrase as the opening words of all resultant statements. To accomplish this, the following two step process is used:

Step 1. Each small group breaks into two sub-groups of four to five people. Their task is to develop two or four WE AGREE statements acceptable to the sub-group.

Step 2. The small group now reassembles, discusses the statements arrived at by each sub-group, and reaches consensus on two to four statements acceptable to the entire small group.

This two-step process is followed simultaneously in both halves of the faculty. When the entire staff, working in their small groups, has finished steps 1 and 2, step 3 commences:

Step 3. Each small group from a large room meets with its categorical small group counterpart from the other half of the faculty. These combined small groups, now numbering from sixteen to twenty people, compare the statements each small group has prepared and attempt to reach consensus on two or three statements that represent agreement by all of the faculty members working on this particular category.

In theory, the North Hunterdon Regional High School District workshop would end with six groups of WE AGREE statements, each representing the combined efforts of from sixteen to twenty faculty members. In reality this did and did not happen. Some groups were able to reach final consensus, while others could not resolve differences and had to settle for submission of two groups of statements, representing the work of each small group.

At the end of the afternoon, the faculty reassembled as one large group. It had been hoped that mimeographed copies of the total results could be made available to all faculty members before the workshop ended, but time limitations precluded this. Instead, spokesmen from each of the six final groups reported their group's results to the entire faculty. The workshop then ended with congratulatory remarks by the facilitators concerning the professional manner with which the faculty had responded to the challenges of the workshop, and a promise to have a full report to the faculty as soon as possible. Copies of the WE AGREE statements thus generated are included (see Appendix J).

The activities of Day 2 completed the workshop. Day 2 provided still further variations of a problem-solving process helpful to teachers planning learning community involvement. Goal three of the workshop was accomplished. Further, the entire second day's activities were geared to the accomplishment of goal two; development of a school philosophy. Despite time constraints which will be discussed in the conclusions, a substantial beginning was made toward the eventual completion of this goal. More important, the process used demonstrated yet another possible alternative for pluralistic decision-making.

The activities of Day 2 allowed participants to reach the final two stages of Maslow's hierarchy. Stage 4, the development of personal self-respect, had been an unstated focus throughout Day 1. On Day 2, this moved more into the open. Both of the morning discussions centering around educational philosophy moved away from the demands of group consensus in favor of encouraging participants to offer personal opinions and positions, both in their small groups and in the large group discussions that followed. The positive nature of these discussions helped encourage the staff to offer their personal feelings and strengthened participants' good feelings about themselves.

The various workshop activities; the successful accomplishment of the first four of Maslow's stages, all prepared the participants for success in the WE AGREE portion of the workshop which carried participants to stage five, self-actualization. Here teachers were now willing to participate actively and positively in the development of something entirely new. Hence, they went from the position of reactors to constructors of educational philosophy. Each

small group, and each individual participant of each small group would be able to look at the final results with the pride of accomplishment.

Conclusions

What can a two day workshop of this type accomplish?

Is it necessary?

Are there pitfalls to be avoided in replication?

How closely must the North Hunterdon Regional High School format be followed by other schools?

This section will address itself to answering these questions. Let us begin by examining some of the strengths perceived by those involved in the district's experience. First, the workshop was successful in bringing faculty members closer together. This was especially true in the small group settings where many new friendships were begun. Even teachers who had approached the workshop with open skepticism left feeling that the experience had been worthwhile. The workshop was also successful in its basic format; it was a true workshop. People were actively involved from start to finish. This involvement allowed the workshop to be a practical demonstration of pluralistic problem-solving and group-consensus techniques and their value to all teachers.

Was the workshop necessary? In our situation, the answer is yes. As to potential adopter districts, this is a question that each needs to answer individually according to the assessed needs of the school. The workshop has proven itself to be an important motivational device which can get teachers enthusiastic about educational change.

As to pitfalls to be avoided, several logistical problems have already been referred to. Others cropped up while attempting the development of an educational philosophy. The size of our faculty, coupled with time constraints, meant that complete consensus was not reached on each of the six WE AGREE statements. This is important, and a slight restructuring of time would help allow such completion. Every participant should leave the workshop with a complete listing of all statements agreed upon by all groups. While difficult, this can be achieved, and will further strengthen the activity.

Must all schools follow the North Hunterdon Regional High School District model exactly when conducting such a motivational workshop? The answer is obviously no. The district began with a somewhat abbreviated WE AGREE format and then modified it further to better meet local needs. Adopter districts should feel free to modify the model according to their individual needs. However, it might be well to follow the same general format. The successful concentration on development of small group cohesiveness during the first day allows workshop participants to concentrate on educational philosophy on Day 2. Similarly, the recurring shift among individual, small group, and large group work is helpful in maintaining enthusiasm during the long and challenging two days.

In conclusion, as far as the North Hunterdon Regional High School District is concerned, three major goals were established for the workshop, and all were achieved:

1. A greater unity of the faculty was fostered;
2. Specific strategies useful in group problem solving were successfully demonstrated;
3. The beginnings of a new school philosophy emerged.

PERFORMANCE OBJECTIVES

Background

The State of New Jersey has two basic curricular options that a local school district can choose to follow. Under "Plan A," a school district follows a traditional curriculum, i.e. credit based on time, developed and approved by the state. Under "Plan B," the local school is free to develop its own curriculum, provided that two basic requirements are met: (a) all courses developed at the local level are built around performance objectives, and (b) resultant course descriptions are approved by the state. The North Hunterdon Regional High School District has chosen to operate under Plan B. As such, all courses, whether they be a part of the multi-elective or learning community component, must be built around instructional objectives, referred to as "performance objectives" by the district.

Definition

As used at North Hunterdon and Voorhees, the term performance objective has a specific meaning. A complete performance objective will include the following five components:

1. It identifies the learner
2. It describes the behavior or skill to be accomplished
3. It describes the means or method by which the behavior is to be accomplished
4. It sets a specific level of accomplishment to be achieved
5. It sets a specific time limit for such accomplishment.

An example of such an objective might be as follows: the numbers in parentheses refer to the specific components listed above.



The student (1) will be able to write an essay (3) acceptable to the teacher (4) describing the political concepts developed by Plato (2) by the end of the first four weeks of the course (5).

Application

In conjunction with the MUHS project and the development of Plan B, all courses of study were revised to center around the concept of performance objectives. The curriculum guide for: El Mundo De Cervantes, developed by the teacher of the course, is a good example (Appendix K). Notice how the general objectives first listed as Part III have been expanded in Part V. The sub-objectives, or "enabling objectives" as they are often called because they are



the tasks necessary to "enable" a student to accomplish the general objectives are all written in performance terms. A similar curriculum guide has been developed for every course taught at North Hunterdon or Voorhees.

Teacher Training

To assist teachers in the writing of performance objectives, the Project Director developed a booklet on "Writing Performance Objectives." This booklet discusses briefly the history of performance objectives and how they integrate both the levels of comprehension and the required course outlines, and provides examples of how the process might appear in various curricular areas. These booklets are used by the assistant principals in training the LCL's who in turn use them with their area teacher to help them in writing the required curricular guides. (Appendix L)

However, a problem immediately arose in the minds of some teachers, who saw the requirement to develop curriculum guides built around performance objectives as merely one

more task piled on them by an administration which in turn was meeting a requirement set by a distant state bureaucracy far removed from the every day reality of the classroom. In this light, the writing of performance objectives could be seen as one more unwanted task, to be completed as quickly and mindlessly as possible. It is at this point that the local staff development specialist is able to perform another useful service by demonstrating to such staff members how performance objectives can be used as an effective classroom tool.

In the case of the North Hunterdon Regional High School District, the staff development specialist accomplished this as part of a comprehensive workshop for teachers in teaching methodology. How this might be accomplished in an adopter school is up to the individual needs and desires of the adopter district. It might be done as part of a more comprehensive workshop; it might be part of a district in-service day; it could be done during a faculty or departmental meeting. The specific methodology is not as important as the actual strategy, which is described below.

In this staff development activity, the local SDS has two goals or objectives. They may be put in either order, depending upon whether the SDS feels more comfortable working from an inductive or deductive approach. One objective is to teach participants how to write satisfactory performance objectives. Here the materials in Appendix L may be helpful, or the local SDS may wish to develop his own materials. The important thing to do here is to demonstrate to the teacher that the writing of acceptable performance objectives is possible for his particular subject, whatever it might be. This then represents the "how to do it" component of the training, and can be eliminated if it has already been done by the assistant principal and/or the LCL or department chairperson.

The second objective is to demonstrate to the teacher how performance objectives can be used to improve his own performance in his own classroom. For this objective, the following three step process is explained.



- Step 1. Planning:** A very important question for teachers to ask themselves when planning a unit or individual lesson is "If I am successful in getting across the idea or concept of the unit/lesson, what **specific, measurable activities** or **behaviors** should my students be able to accomplish/exhibit to **demonstrate** their proficiency?" Notice the active terminology. The teacher is seeking observable, measurable outcomes; he is not accepting the passives, to know or understand. The result should be a list of performance objectives. This kind of hard, active teacher planning is important, as the teacher forces himself to think carefully about the desired results of his teaching.
- Step. 2. Teaching:** The question now arises as to what the teacher is to do with the list of performance objectives, now that they have been developed. Too often, they are filed into the teacher's plan book, and hence locked away in the teacher's mind. Any transfer to the students will be accidental.

At the North Hunterdon Regional High School District, the staff development specialist encourages workshop participants to make a more active use of the objectives that they have taken so long to develop. The teachers are encouraged to duplicate the list of performance objectives and give it to their students at the beginning of each unit of study. In this way, the students are let in on the game plan. From the very beginning of the unit, they are aware of what learning outcomes will be expected of them. In this fashion, student-teacher mutual trust is built, even as student learning opportunity is enhanced, for both sides are now party to the same learning agenda. Both can check off each objective as it is accomplished; both can keep on the educational track.

- Step. 3. Evaluation:** Not only are performance objectives helpful in teacher planning and classroom teaching, they are equally effective in assisting in competent evaluation. After all, by giving the students a list of performance objectives at the beginning of the learning task, the teacher is in effect telling his students what learning behaviors they should be able to demonstrate at the end. Such performance objectives naturally serve to define the parameters of subsequent evaluation. In this respect they can serve as the student's basic study guide, as he asks himself, one by one, "Can I do this successfully?" and checks them off when accomplished. He knows that these are the tasks on which he will eventually be evaluated.

In stressing this complete, positive use of performance objectives, the local staff development specialist is able to provide another valuable service to his staff. He has turned what might be regarded as an undesirable, tedious chore into another helpful methodological strategy that the teacher can add to his repertoire of successful teaching techniques.

ADDITIONAL STAFF DEVELOPMENT TRAINING

Background

Quite often, faculty enthusiasm generated by a project such as this one will lead to additional requests and/or involvement in further staff development or in-service activities. These activities may be an integral part of the project itself, and hence built into its planning, or they may develop spontaneously as teachers and administrators reexamine their needs.

The local staff development specialist (SDS) plays a major role in such activities, for it is his responsibility to work with the staff to meet such staff development needs. He must be able to help staff members define their needs clearly; design in-service goals; develop staff development programs capable of meeting such needs; and then assure that the programs are carried out. If the expressed needs are within his personal capabilities, he must be ready and willing to conduct the actual program; if not, he must help secure competent outside assistance to conduct the actual training. Finally, he must evaluate the overall success of such programs to help determine if they should be continued, expanded, or dropped.

Successful completion of such programs requires adequate funding. Actual staff development costs can vary greatly according to the scope of desired programs; their length, the number of teachers involved, the costs of materials, and the costs of necessary consultants. For this reason, if an in-service program is anticipated as an integral part of a project's adoption, necessary costs should be built into the budget. Another approach might be to build in a substantial but uncommitted amount for expected in-service programs. This would allow the staff, working through the local SDS to design such programs as might be needed during the project's implementation. A third approach might be to provide the local SDS with a budget that includes sufficient funds to allow him to meet the costs of such in-service needs as they arise. A fourth, and perhaps the best solution, would be to provide maximum funding through a combination of budgets.

However the programs are funded, sufficient monies must be available to meet the in-service needs that arise. A teacher's education must be continuous. While formal graduate training programs play an important part in such continual education, they cannot substitute for a sound local in-service program, designed at the local level to meet local needs. School systems need the flexibility and adaptability to design and implement such programs.

During the course of the North Hunterdon Regional High School District Multi-Unit High School Project, several local in-service programs were designed and carried out. Some were funded wholly, some partially by the project while others were funded from the local SDS's budget. It should be stressed that it is the **concept of locally designed** in-service or staff development programs that is an integral part of the Multi-Unit approach; not the specific programs to be described below. These programs were designed to meet the needs of the district during the course of the project. It remains the task of any adopter district to design those programs that will best meet its own local needs.

Teacher Styles

These workshops, conducted by Dr. Muska Mosston, and centering on his research as described in his book **Teaching: From Command to Discovery**, helped teachers to identify and analyze the seven major teaching styles as categorized by Dr. Mosston. Through a series of

discussions, lectures, readings, and videotapes the participants became aware of the specific strengths and weaknesses of each style from the point of both teachers and students. During the training sessions that followed, the participants worked to develop personal competence in the use of each style in their own classrooms.

Reading in the Content Areas

While most reading experts agree that the classroom teacher should be the first line of defense in teaching content reading strategies to students, most classroom teachers continue to feel that reading instruction is a highly specialized art, beyond their capability. The extensive workshops in content reading, taught by the local staff development specialist who is trained in content reading techniques; attempted to accomplish three purposes: (1) to convince content area teachers that they have a vital, legitimate role to play in the teaching of content reading techniques; (2) to train participants in specific classroom strategies and methodologies for the simultaneous teaching of reading skills and course content in such areas as technical vocabulary and reading comprehension; and (3) provide participants with technical assistance and support as they tried such techniques in their classrooms. More than half the staff have been trained in such workshops. These workshops are continuing.

Calculus

A group of mathematics teachers approached the SDS with the request for a workshop in calculus to strengthen their skills in that area. The SDS in turn conferred with the chairperson of the math department and assured him of the funding necessary to implement the request. The mathematics chairperson in turn contacted a professor at a nearby college and a multi-session





workshop was designed, which met regularly at 7:00 AM, before school began. The workshop was a success, and the college professor has since joined the NHRHSD staff as a mathematics teacher.

Science

During the 1974-1975 school year, members of the science department approached the SDS with the request to participate in a summer workshop program called introduction to physical sciences (IPS) conducted jointly by Prentice-Hall and Boston University. The SDS was able to arrange for such a workshop to be conducted at the local school during the summer, and was even able to help the teachers with the cost of tuition. This initial workshop proved so successful that the science department again requested the SDS's assistance in arranging a second, more advanced IPS workshop program for the summer of 1976. Again, the SDS was able to provide the liaison necessary to secure such a workshop, which proved every bit as successful as its predecessor.

The first two workshop programs discussed here were initially proposed by the administration, and then adopted by the faculty. The second two were proposed by the faculty and then implemented with the assistance of the administration. All four programs became cooperative efforts among all concerned in order to best meet local needs. But again, one must stress that it is not the actual workshops themselves that are important here; they are offered only as examples. What is important is the concept of continuous teacher education, supported by a district committed to ongoing staff development programs as a viable means to meet local needs.

APPENDICES

- A: NHRHSD WORKSHOP SCHEDULE**
- B: HIGH POINTS**
- C: POSITIVES A**
- D: LIST OF FILMS**
- E: TELEGRAM**
- F: BOMB SHELTER**
- G: POSITIVES B**
- H: EDUCATIONAL SUGGESTIONS**
- I: SCHOOL PHILOSOPHIES**
- J: WE AGREE STATEMENTS**
- K: CURRICULUM GUIDE, "EL MUNDO DE CERVANTES"**
- L: WRITING PERFORMANCE OBJECTIVES**

Appendix A

NHRHSD Workshop Schedule

Outline of activities for Day 1.

A.M. Coffee and donuts. Name tags distributed upon arrival will indicate both the room and group number. Hence two groups will be established immediately.

- Activity 1. In working groups (7-10 in each group). Short autobiographies, stressing educational training and experience.
- Activity 1A. "I remember that . . . " as an immediate reinforcer for each group member.
- Activity 2. "Highpoint" as group experience. The exercise will be done individually and then shared among group members.
- Activity 2A. "I liked it when you said . . . " as an immediate reinforcer.
- Activity 3. "Positives A". A rank ordering of both positive and negative characteristics of adults. Will be done individually, followed by an attempt at group consensus.
- Activity 3A. Group consensus results will be shared among the working groups in room through use of overhead transparency and group discussion led by room leader.
- Activity 4. Film #1. Film will be shown to entire room and then discussed within each group. Each group will be required to develop single statement expressing theme or main idea of the film.
- Activity 4A. Single statements developed at each group table to be shared with other groups.
- Activity 5. Each member required to send a telegram to one other member of his group.

*** LUNCH ***

- Activity 6. Some form of branching activity done while entire staff is still at lunch.
- Activity 7. "Brainstorming" in each group in order to get reactivated.
- Activity 8. "Bomb Shelter" A decision-making activity done individually, followed by attempt at consensus.
- Activity 8A. Discussion among groups with aid of transparency and room leader.
- Activity 9. Film #2. Each group to see film seen by other room during morning session.
- Activity 10. "Positives B" to be done as Positives A above, with results of two attempts compared.

Outline of activities for Day 2.

A.M. Coffee and donuts in small groups. Brainstorming activity to be done at this time.

- Activity 1. "Educational Suggestions." The initial ranking will have been done the night before as a homework assignment. Will move immediately into an attempt at group consensus.
- Activity 1A. Results of each group will be compared by room leader with help of transparency.
- Activity 2. Film #2. Same format here as was followed for Film #1 on day 1.
- Activity 3. "Educational Philosophy." Each participant will complete an opinion scale on a series of statements found in various educational philosophies. Group discussion will follow. Individuals given chance to argue personal positions. Group consensus not necessarily achieved for this exercise.
- Activity 3A. Total room discussion. Again to express opinion, discuss results within groups rather than reach consensus.

Work on a school philosophy

- a. General directions for the exercise.
- b. Identification of group task, followed by division of group into two sub-groups and beginning of task.
- c. Return of sub-groups. Each sub-group will have developed 2-4 statements based upon the assigned area of interest. Task now is for entire working group to reach consensus on 2-3 statements.
- d. Working group from each room will meet with its counterpart in the other room. The final task is to arrive at 2-4 statements acceptable to all members of the combined group.
- e. Film 2A. Reverse of film 2 above.
- f. "Strengths" Will be used as culminating activity to help each participant leave on a positive note.

Appendix B

HIGH POINTS

A high point is defined as any high positive experience one remembers. This experience need not be a unique or unusual experience, but it should be a peak experience to you. It should not be negative.

During the Last Week

During the Last Two Years

Between College and the Last Two Years

College

High School

Junior High or Middle School

Elementary School

Appendix C

POSITIVES A

Listed below are dispositions or statements which describe adults. Read through the list and select the three most important or desirable dispositions for adults and the three least desirable.

Each group member should take two minutes to explain his choices and the reasons for them, after which the group as a whole should make an attempt to arrive at group consensus on the three most important or desirable and the three least important or desirable.

It will be difficult for you to select the three most and least desirable dispositions, but force yourself to make the necessary judgment.

MOST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

LEAST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

Loyal to his organization or employer
Accountable and trustworthy
Clean and careful of appearance
Inquisitive
Is able to communicate with others
Is cooperative and works in harmony with others
Independent and self-reliant
Ability to make friends
Respectful of others
Carefree and can have a good time
Constructive and creative
Tries to do what others want done

Appendix D
LIST OF FILMS

Films used in the "WE AGREE" Workshop may be purchased from:

McGraw-Hill Films, Inc.
c/o McGraw-Hill Book Co.
330 West 42 Street
New York, New York 10036

Film Titles:

Of Holes and Corks
The Wall
The Apple
The Top
The Trend-Setters

Appendix E
TELEGRAM

TELEGRAM

Appendix F

STAFF DEVELOPMENT WORKSHOP

"BOMB SHELTER" CHARACTERS

Below are brief descriptions of the ten characters used in the "Bomb Shelter" activity.

1. 16 year old, pregnant high school dropout . . . dubious I.Q. . . . will be an illegitimate child, doesn't remember who the father might be.
2. 77 year old Rabbi . . . old, but faculties still intact . . . is leader of the Jewish community.
3. 28 year old ex-policeman . . . kicked off force for excess brutality . . . now a private guard . . . makes it clear that if he goes, will take his gun along.
4. 18 year old black militant . . . very angry young man, with an aggressive, violent streak . . . unemployed, with no skills.
5. 37 year old female MD . . . has had a hysterectomy.
6. 25 year old law student . . . very rational, sober. However,
7. wife has leukemia, and no guarantee that she will live longer than a year. Their decision is not to separate, hence if you choose either one, you must take both.
8. 35 year old retired prostitute, living on her annuities . . . was good at her trade . . . all the working parts are still intact.
9. 30 year old architect . . . not practicing at moment, as just out of prison . . . busted for hard drug usage . . . off them now and on parole.
10. 28 year old professed homosexual . . . officer in the Gay Liberation movement . . . quite open about his feelings.

DIRECTIONS: After due deliberation, choose which six you would place in the Bomb Shelter, knowing full well that in a few hours, they may be the only humans left alive.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Appendix G

POSITIVES B

Listed below are the same dispositions or statements which describe a person as the previous exercise. This time also rank in order except the ranking should be for high school students instead of adults.

Have each member explain why the ranking should be different or remain the same.

MOST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

LEAST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

Loyal to his organization or employer
Accountable and trustworthy
Clean and careful of appearance
Inquisitive
Is able to communicate with others
Is cooperative and works in harmony with others
Independent and self-reliant
Ability to make friends
Respectful of others
Carefree and can have a good time
Constructive and creative
Tries to do what others want done

Appendix H

STAFF DEVELOPMENT WORKSHOP

EDUCATIONAL SUGGESTIONS

Directions for the Exercise:

On the attached sheets, you will find a list of sixteen "Educational Suggestions" made by Neil Postman and Charles Weingartner in their controversial book, **Teaching as a Subversive Activity**. Read the list carefully, as well as the explanations given to several of the suggestions. How do you feel about these ideas? After you have read the list several times, begin to put the list into some sort of order. You might begin by grouping the suggestions into three categories: Those ideas you like, those you dislike, and those about which you have little feeling. When you have finished, the suggestions should be ranked, starting with the suggestion you like most listed as number one, dropping down to that one which you dislike most ranked as number sixteen. Use the spaces below for your individual ranking.

MOST LIKE:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

STAFF DEVELOPMENT WORKSHOP

EDUCATIONAL SUGGESTIONS

1. **Declare a five-year moratorium on the use of all textbooks.** Since with two or three exceptions all texts are not only boring but based on the assumption that knowledge exists prior to, independent of, and altogether outside of the learner, they are either worthless or harmful. If it is impossible to function without textbooks, provide every student with a notebook filled with blank pages, and have him compose his own text.
2. **Have "English" teachers "teach" math, math teachers English, social studies teachers science, science teachers art, and so on.**

One of the largest obstacles to the establishment of a sound learning environment is the desire of teachers to get something they think they know into the heads of people who don't know it. An English teacher teaching math would hardly be in a position to fulfill this desire. Even more important, he would be forced to perceive the "subject" as a learner, not a teacher. If this suggestion is too impractical, try numbers 3 and 4.

3. **Transfer all the elementary-school teachers to high school and vice versa.**
4. **Require every teacher who thinks he knows his "subject" well to write a book on it.**

In this way, he will be relieved of the necessity of inflicting his knowledge on other people, particularly his students.

5. **Dissolve all "subjects," "courses," and especially "course requirements."**

This proposal, all by itself, would wreck every existing educational bureaucracy. The result would be to deprive teachers of the excuses presently given for their failures and to free them to concentrate on their learners.

6. **Limit each teacher to three declarative sentences per class, and 15 interrogatives.**

Every sentence above the limit would be subject to a 25-cent fine. The students can do the counting and the collecting.

7. **Prohibit teachers from asking any questions they already know the answers to.**

This proposal would not only force teachers to perceive learning from the learner's perspective, it would help them to learn how to ask questions that produce knowledge.

8. **Declare a moratorium on all tests and grades.**

This would remove from the hands of teachers their major weapons of coercion and would eliminate two of the major obstacles to their students' learning anything significant.

9. **Require all teachers to undergo some form of psycho-therapy as part of their in-service training.**

This need not be psychoanalysis, some form of group therapy or psychological counseling will do. Its purpose: to give teachers an opportunity to gain insight into themselves, particularly into the reasons they are teachers.

10. **Classify teachers according to their ability and make the lists public.**

There would be a "smart" group (the Bluebirds), an "average" group (the Robins), and a "dumb" group (the Sandpipers). The lists would be published each year in the community paper. The I.Q. and reading scores of teachers would also be published, as well as the list of those who are "advantaged" and "disadvantaged" by virtue of what they know in relation to what their students know.

11. **Require all teachers to take a test prepared by students on what the students know.**

Only if a teacher passes this test should he be permitted to "teach." This test could be used for "grouping" the teachers as in number 10 above.

12. **Make every class an elective and withhold a teacher's monthly check if his students do not show any interest in going to next month's classes.**

This proposal would simply put the teacher on a par with other professionals, e.g., doctors, dentists, lawyers, etc. No one forces you to go to a particular doctor unless you are a "clinic case." In that instance, you must take what you are given. Our present system makes a "clinic case" of every student. Bureaucrats decide who shall govern your education. In this proposal, we are restoring the American philosophy: no clients, no money; lots of clients, lots of money.

13. **Require every teacher to take a one-year leave of absence every fourth year to work in some "field" other than education.**

Such an experience can be taken as evidence, albeit shaky, that the teacher has been in contact with reality at some point in his life. Recommended occupations: bartender, cab driver, garment worker, waiter. One of the common sources of difficulty with teachers can be found in the fact that most of them simply move from one side of the desk (as students) to the other side (as "teachers") and they have not had much contact with the way things are outside of school rooms.

14. **Require each teacher to provide some sort of evidence that he or she has had a loving relationship with at least one other human being.**

If the teacher can get someone to say, "I love her (or him)," she should be retained. If she can get two people to say it, she should get a raise. Spouses need not be excluded from testifying.

15. **Require that all the graffiti accumulated in the school toilets be reproduced on large paper and be hung in the school halls.**

Graffiti that concerns teachers and administrators should be chiseled into the stone at the front entrance of the school.

16. **There should be a general prohibition against the use of the following words and phrases: teach, syllabus, covering ground, I.Q., makeup, test, disadvantaged, gifted, accelerated, enhancement, course, grade, score, human nature, dumb, college material, and administrative necessity.**

Taken from Neil Postman & Charles Weingartner, *Teaching as a Subversive Activity*, pp. 137-140.

Appendix I

SCHOOL PHILOSOPHIES

DIRECTIONS: The following statements are typical of those found in various school philosophies. Indicate your feelings about each statement by ranking it according to the following key.

- A — I strongly agree
- B — I agree
- C — No opinion
- D — I disagree
- E — I strongly disagree

1. _____ The school, along with the home and church, is a basic agency of society.
2. _____ The school assumes the responsibility of preparing American youth for participation in our social, political, economic, and cultural life.
3. _____ The school aims to develop to the fullest extent possible, the intellectual, emotional, and physical capabilities of its pupils.
4. _____ The school gives its pupils a broad acquaintance with the essentials of man's knowledge about himself and the universe.
5. _____ The school hopes to foster in each pupil the ability to observe and to reason clearly and independently.
6. _____ The nature of the school's offerings will be dictated by those fundamental democratic principles of the equality of man, freedom of choice, and respect for the individual.
7. _____ It is through education and experience that men gradually become mature and responsible, and are led to the recognition of the equality of all men which enables them to determine their role in our republic.
8. _____ The school should provide a maximum of incentive and opportunity for self-direction and self-government.
9. _____ The educational process should at all times be flexible enough to meet the various needs of students.
10. _____ The student is the focal point of this philosophy.

Appendix J

WE AGREE Statements

TOPIC 1: THE TEACHER AS ADVISOR

Group Leaders: Denny Engroff and Paul Shanklin

This group was able to reach large group consensus on the following:

1. Interpersonal relationships between a teacher and student or professional group.

WE AGREE that the teacher should be an advisor to the administration and board of education in matters concerning professional decisions affecting education.

WE AGREE that mutual professional advice among teachers should be encouraged.

WE AGREE that students need advice regarding their emotional, physical, and intellectual growth, and that all segments of the school community should be open to give such advice.

WE AGREE that there is a need for both an informal and formal mechanism for putting the individual in need of advice in contact with advice-giving people.

WE AGREE that the formal mechanism would involve student choice of advisors from the student's major subject matter area, another from the formal guidance staff, and the third from the occupationally related community, working in concert with each other.

WE AGREE that the formal structure should in no way detract from the informal process.

2. Relationship between a teacher and student activity.

WE AGREE that the teacher may act as a coordinator of student ideas within an activity.

WE AGREE that the teacher may act as an instructor for a particular skill within an activity.

* * *

TOPIC 2: HOW STUDENTS LEARN

Group Leaders: Maggie Murphy and Bill Conwell

This group was able to reach large group consensus on the following:

WE AGREE that life is the basis of the learning experience and the school community must provide the milieu necessary to facilitate learning.

WE AGREE that the school community recognizes that students are individuals having varying learning styles; therefore, flexibility in approach, materials, methods, and evaluation are necessary.

WE AGREE that the school community also recognizes the need to assess the differing learning styles of each student.

* * *

TOPIC 3: PARENTAL INVOLVEMENT

Group Leaders: Jean Laskowski, Roger Keil and Roger Shutack

This group reached total large group consensus on the following:

WE AGREE that the school can only share the responsibility parents have in educating their children.

WE AGREE that openness of communication is essential in sharing the trust given by parents to the school.

WE AGREE that parents can be involved in the following areas:

- A. education of own children (home instruction, extra help, prescriptive learning, special knowledge)
- B. co-curriculum areas (library, aides, classroom volunteers, social activities, extra-curricular activities, crafts, vacations, sports)
- C. special skills (guest lecturers, demonstrations, etc.)
- D. planning with board of education, teachers and courses, advisory council)
- E. discipline.

WE AGREE that if there is to be parental involvement, it must be two-fold — if parents are to work with philosophy and curriculum of the school, they should also be prepared to assist in the management of school problems.

* * *

TOPIC 4: SCHOOL/COMMUNITY RELATIONS

Group Leaders: Frank Breslin and George Vandemark

This group was not able to reach large group consensus. Hence, reports from each of the small groups are given.

Mr. Breslin's group

WE AGREE that the school, as an integral part of the life experience of the community, should function in a reciprocal relationship with that community.

WE AGREE that this relationship should foster open communication and mutual respect to assure the highest possible goals for the educational welfare of our students.

WE AGREE that community resources are an invaluable asset in achieving these educational goals.

Mr. Vandemark's group

Philosophy

WE AGREE that both the community and the school should aspire toward humanistic goals in their educational philosophy and approach so that the individual student may fully develop his potential.

WE AGREE that the school should encourage community involvement in school affairs.

Statements

WE AGREE that the community should be an extension of the classroom inasmuch as it offers a move from the theoretical to a life situation.

WE AGREE that individual community members represent a large reservoir of knowledge, talent, experiences, and should be heavily used as resource persons in the classroom.

WE AGREE that the community members should play an active role in curriculum, planning, implementation, and evaluation.

Vehicles

WE AGREE that the school should encourage community involvement in school affairs.

Methods:

1. Use of community expertise and facilities to expedite the educational goals of the school
Examples: cultural activities, civic centers, industry
2. Teachers, teacher groups, and students to contribute to discussions, and/or demonstrations in civic organizations and institutions
3. School publications released to general public and news media
4. Adult school provides an opportunity for inter-changing of roles where a community member becomes a teacher in his area of expertise and a teacher may assume the role of a student
5. Use of the school building for community affairs
6. Teacher involvement in civic, community, and political affairs
7. Community support for extra-curricular activities through booster clubs

Aims:

1. Reciprocal rapport established between the school and the community.
2. Community involvement should produce greater acceptance and endorsement of school programs.

* * *

TOPIC 5: SCHOOL ORGANIZATION

Group Leaders: Joe Mammana and Tom Shea

This group reached large group consensus on the following:

Philosophical Statement Of Organization

WE AGREE that the students, staff, administrators, and community should be involved in the decision-making process when they are directly affected by that decision.

WE AGREE that the school should be so organized as to provide for the needs of all individuals — multi-units consisting of structured units for those who need structure and

open units for those who can operate independently.

WE AGREE that adequate staffing should be provided to facilitate a flexible program.

* * *

TOPIC 6: SCHOOL CURRICULUM

Group Leaders: Dario Valcarcel and Bob Kish

This group was able to reach large group consensus on the following:

WE AGREE that curriculum should be defined as an all-inclusive vehicle which facilitates, through structured and unstructured situations, the students' participation in cognitive, affective and psycho-motor learning situations.

- A. The curriculum strives to maximize the student's potential for intelligent decision-making.
- B. The curriculum strives to provide the opportunity for all students to select activities so that they may achieve a measure of success.
- C. The curriculum strives to develop within the student an awareness of the "joy" of learning.
- D. The curriculum strives to provide the student with a body of knowledge which will become a source and stimulus for further learning.
- E. The curriculum strives to develop within the individual the qualities of sensitivity, respect, cooperation, responsibility, and the ability to communicate with his fellow man.

Appendix K CURRICULUM GUIDE

El Mundo De Cervantes — Spanish

I. SUBJECT AREA OBJECTIVES

II. DESCRIPTION OF COURSE:

Intended for students who have a strong interest in the Spanish language and would like to study the life of Don Miguel de Cervantes in depth. The course material will concentrate on the reading of the First Part of *Don Quijote de la Mancha* as well as several of his *Novelas Ejemplares* (Exemplary Novels). The student should note that only original texts will be used. This study affords the student the opportunity to experience the literature, culture, feeling, and language structure of 17th century Spain.

III. GENERAL OBJECTIVES:

The student will be able to:

- 1.0 Understand Spanish when spoken at a normal speed.
- 2.0 Read chapters 1-8 of the First Part of *Don Quijote de la Mancha* with direct understanding without resource to English translation.

- 3.0 Speak Spanish well enough in order to communicate directly with teacher and other class members all ideas and themes of the "Quijote" as per critics' and personal opinions and how these tenets are viewed in our society.
- 4.0 Write Spanish employing formal grammatically accepted patterns of the language, i.e., in free form and not based on teacher's lecture.

IV. TOPICAL OUTLINE:

- 1.0 Biographical Sketch — Don Miguel de Cervantes
- 2.0 17th Century Spain — General
- 3.0 Las Novelas Ejemplares
 - 3.1 La Fuerza de la Sangre
 - 3.1.1 Content
 - 3.1.2 Structure
 - 3.1.3 Culture
 - 3.1.4 Style
- 4.0 El Ingenioso Caballero Andante — Don Quijote de la Mancha
 - 4.1 Part one — Don Quijote
 - 4.1.1 Quality and Manner of Life of Don Quijote
 - 4.1.2 First Sally
 - 4.1.3 On Becoming a Knight Errant
 - 4.1.4 The Inn
 - 4.1.5 The Disgrace of Don Quijote
 - 4.1.6 Reality/Fantasy — Book Burning
 - 4.1.7 Second Sally
 - 4.1.8 The Windmills
- 5.0 Characterizations
 - 5.1 Don Quijote
 - 5.2 Sancho Panza
 - 5.3 Dulcinea
 - 5.4 Clergy
 - 5.5 Artist vs. Scientist
- 6.0 Technique and Style
 - 6.1 Relation of author to characters
 - 6.2 Relation of author to readers
 - 6.3 Vitality of novel
- 7.0 Themes
 - 7.1 Quixotism
 - 7.2 Truth and Justice
 - 7.3 Reality and Fantasy
 - 7.4 Love and Sympathy
- 8.0 Don Quijote in the 20th Century

V. PERFORMANCE OBJECTIVES:

- 1.0 The student will be able to understand Spanish when spoken at normal speed.
 - 1.1 After the first week of the course, the student will be able to take notes in Spanish from the teacher's lecture on the life of Miguel de Cervantes and reproduce those notes into a written composition with 90% accuracy as to the body of the given information. No length specified.

- 1.2 After the second week of the course, the student will be able to take notes in Spanish from the teacher's lecture on the character, Don Quijote de la Mancha, and reproduce those notes into a written composition with 90% accuracy as to the body of the given information. No length specified.
- 1.3 After the third week of the course, the student will be able to take notes in Spanish from the teacher's lecture on the character, Sancho Panza, and reproduce those notes into a written composition with 90% accuracy as to the body of the given information. No length specified.
- 1.4 After the fourth week of the course, the student will be able to take notes in Spanish from the teacher's lecture on the character, Aldonza-Dulcinea, and reproduce those notes into a written composition with 90% accuracy as to the body of the given information. No length specified.
- 1.5 After the fifth week of the course, the student will be able to take notes in Spanish from the teacher's lecture on the style of Novelas Ejemplares and reproduce those notes into a written composition with 90% accuracy as to the body of the given information. No length specified.
- 1.6 After the sixth week of the course, the student will be able to take notes in Spanish from the differences and similarities of the lives of Quijote and Cervantes and reproduce those notes into a written composition with 90% accuracy as to the body of the given information. No length specified.
- 2.0 The student will be able to read Chapter 1-8 of the First Part of "Don Quijote de la Mancha" with direct understanding without resource to English translation.
 - 2.1 The student will be able to read Chapter 1 of the "Quijote" with a direct understanding of that chapter by the end of the second week of the course.
 - 2.2 The student will be able to read Chapter 2 of the "Quijote" with a direct understanding of that chapter by the end of the fourth week of the course.
 - 2.3 The student will be able to read Chapter 3 of the "Quijote" with a direct understanding of that chapter by the end of the sixth week of the course.
 - 2.4 The student will be able to read Chapter 4 of the "Quijote" with a direct understanding of that chapter by the end of the eighth week of the course.
 - 2.5 The student will be able to read Chapter 5 of the "Quijote" with a direct understanding of that chapter by the end of the tenth week of the course.
 - 2.6 The student will be able to read Chapter 6 of the "Quijote" with a direct understanding of that chapter by the end of the twelfth week of the course.
 - 2.7 The student will be able to read Chapter 7 of the "Quijote" with a direct understanding of that chapter by the end of the fourteenth week of the course.
 - 2.8 The student will be able to read Chapter 8 of the "Quijote" with a direct understanding of that chapter by the end of the sixteenth week of the course.
 - 2.9 At any time from the beginning of the course until the fourteenth week, the student will read "La Fuerza de la Sangre", a novelette by Cervantes, with a direct understanding of that work.
- 3.0 The student will be able to speak Spanish well enough in order to communicate directly with teacher and other class members all ideas and themes of the "Quijote" as per critics' and personal opinions and how these tenets are viewed in our society.
 - 3.1 By the end of the second week, each student will be able to present to the class an oral critique of Chapter 1 employing a reasonable degree of fluency. This critique must include:
 - 3.1.1 The content of the story - theme
 - 3.1.2 The various tenets of literary style employed by author
 - 3.1.3 One or more opinions set down by literary critics

- 3.1.4 Student's personal opinions formulated after reading Chapter 1.
- 3.2 By the end of the fourth week, each student will be able to present to the class an oral critique of Chapter 2 employing a reasonable degree of fluency. This critique must include:
 - 3.2.1 The content of the story - theme
 - 3.2.2 The various tenets of literary style employed by author
 - 3.2.3 One or more opinions set down by literary critics
 - 3.2.4 Student's personal opinions formulated after reading Chapter 2
- 3.3 By the end of the sixth week, each student will be able to present to the class an oral critique of Chapter 3 employing a reasonable degree of fluency. This critique must include:
 - 3.3.1 The content of the story - theme
 - 3.3.2 The various tenets of literary style employed by author
 - 3.3.3 One or more opinions set down by literary critics
 - 3.3.4 Student's personal opinions formulated after reading Chapter 3.
- 3.4 By the end of the eighth week, each student will be able to present to the class an oral critique of Chapter 4 employing a reasonable degree of fluency. This critique must include:
 - 3.4.1 The content of the story - theme
 - 3.4.2 The various tenets of literary style employed by author
 - 3.4.3 One or more opinions set down by literary critics
 - 3.4.4 Student's personal opinions formulated after reading Chapter 4.
- 3.5 By the end of the tenth week, each student will be able to present to the class an oral critique of Chapter 5 employing a reasonable degree of fluency. This critique must include:
 - 3.5.1 The content of the story - theme
 - 3.5.2 The various tenets of literary style employed by author
 - 3.5.3 One or more opinions set down by literary critics
 - 3.5.4 Student's personal opinions formulated after reading Chapter 5.
- 3.6 By the end of the twelfth week, each student will be able to present to the class an oral critique of Chapter 6 employing a reasonable degree of fluency. This critique must include:
 - 3.6.1 The content of the story - theme
 - 3.6.2 The various tenets of literary style employed by author
 - 3.6.3 One or more opinions set down by literary critics
 - 3.6.4 Student's personal opinions formulated after reading Chapter 6.
- 3.7 By the end of the fourteenth week, each student will be able to present to the class an oral critique of Chapter 7 employing a reasonable degree of fluency. This critique must include:
 - 3.7.1 The content of the story - theme
 - 3.7.2 The various tenets of literary style employed by author
 - 3.7.3 One or more opinions set down by literary critics
 - 3.7.4 Student's personal opinions formulated after reading Chapter 7.
- 3.8 By the end of the sixteenth week, each student will be able to present to the class an oral critique of Chapter 8 employing a reasonable degree of fluency. This critique must include:
 - 3.8.1 The content of the story - theme
 - 3.8.2 The various tenets of literary style employed by author
 - 3.8.3 One or more opinions set down by literary critics

- 3.8.4 Student's personal opinions formulated after reading Chapter 8.
- 3.9 Anytime from the third week of the course until the eighteenth week, each student will be able to role play with the teacher for 10 minutes each the following three situations:
 - 3.9.1 Student-innkeeper; teacher-Quijote (innkeeper wants Quijote to leave his inn)
 - 3.9.2 Student - Aldonza; teacher - 20th century man (how Aldonza would act in the 20th century)
 - 3.9.3 Student - Quijote; teacher - current President of the U.S. (Quijote's creeds concerning the theme of justice)
- 4.0 The student will be able to write Spanish employing formal grammatically accepted patterns of the language, i.e., in free form and not based on teacher's lecture.
- 4.1 By the end of the eighth week of the course, the student will have submitted to the teacher a paper — no more than two sheets in length — concerning his opinion of Don Quijote's philosophy on **One** of the following subjects:
 - 4.1.1 Truth
 - 4.1.2 Justice
 - 4.1.3 Reality vs. Fantasy
- 4.2 As per the oral objectives of the course — General Objective #3 — Performance Objective #1-8 — the student will submit in written form his/her responses to the questions asked. Realizing, of course, that the written report will be done as to formal grammatically accepted Spanish patterns.
- 4.3 The student will submit to the teacher anytime from the beginning of the course until the 14th week, a written essay — no more than 2 pages in length — concerning the moral theme of the novelette — La Fuerza de la Sangre — and the hypothetical reaction to that theme in our present day society. Formal grammatically accepted Spanish patterns must be employed.
- 4.4 During the last two weeks of the course, each student must prepare a written report on **any** aspect of life in 17th century Spain and present his findings orally to the class. This oral presentation must be at least 20 minutes in length, and the written work will be submitted to the teacher on the date when the oral section is scheduled.

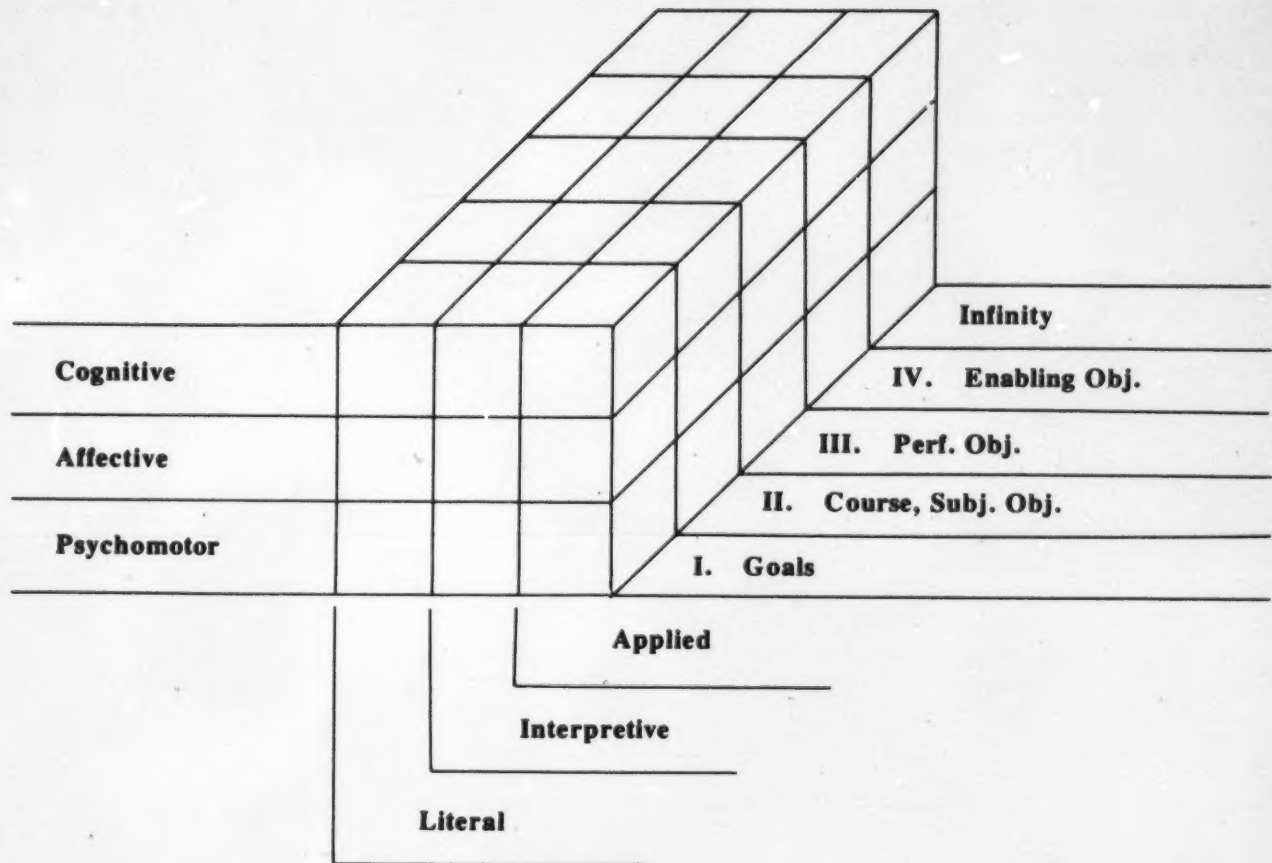
VI. ACTIVITIES AND MATERIALS

- 1.0 Listening Comprehension
 - 1.1 Tapes
 - 1.1.1 Life of Cervantes
 - 1.1.2 Don Quijote
 - 1.1.3 Sancho Panza
 - 1.1.4 Aldonza
 - 1.1.5 Dulcinea
 - 1.1.6 Cervantes/Quijote
 - 1.2 Teacher lecture
 - 1.3 Guests - native speakers
 - 1.4 Film
- 2.0 Reading Comprehension
 - 2.1 Text — *Don Quijote de la Mancha*
 - 2.2 Text — *Las Novelas Ejemplares*

- 3.0 Speaking
 - 3.1 Oral discussions — historical and applied
 - 3.2 Individual critiques
 - 3.3 Role Playing
 - 3.4 Oral repetition/presentation of taped material
- 4.0 Writing
 - 4.1 Composition — each chapter — Part I
 - 4.1.1 Content
 - 4.1.2 Style
 - 4.1.3 17th Century Spanish language
 - 4.1.4 Opinion
 - 4.2 Independent Project — *La Fuerza de la Sangre*
- 5.0 Cultural Activities
 - 5.1 Spanish Art — 17th Century Spain
 - 5.2 Spanish Music — 17th Century Spain
 - 5.3 Slide/Cassette presentation — Quijote/Spain 17th Century
 - 5.4 Participation — Foreign Language Week
 - 5.5 Showcase/Bulletin Board displays
 - 5.6 Spanish meal
 - 5.7 Presentations — Foreign Exchange Students

Appendix L

WRITING PERFORMANCE OBJECTIVES



DARIO VALCARCEL, JR.

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

ANNANDALE, NEW JERSEY 08801

BRIEF HISTORY OF OBJECTIVES

1. 1929 — Objectives.

Objectives are usually described in school terms, and indicate the broad direction or intent of the course. The objectives are timeless, and not concerned with achievement within a specified time. For example, "Since the child is the focal point of this philosophy . . . the education processes will at all times be flexible enough to meet the various needs of the students."

2. 1956 — Learning Objectives.

Learning objectives are simply those things you want your students to know or to do by the time they finish your course offering. Please note the shift from what the school hopes to accomplish to what the student should know. The more specific the objectives are, the easier it will be to measure each student's progress toward meeting his objectives. The value of having objectives is that each student can easily identify what he wants to accomplish.

3. 1965 — Behavioral Objectives.

Behavioral objectives are those things you want your students to **know** or **do** and the means by which you intend to determine whether the objective was or was not achieved.

4. 1969 — Performance Objectives.

Performance objectives are similar to behavioral objectives in that they identify the **learner**; describe the **behavior or skill** you want your students to accomplish; and the means by which you intend to determine that **accomplishment**. In addition, a performance objective sets a **specific level** of achievement you intend your students to accomplish and by what **specific time limit**. The level of accomplishment and time limit are guidelines. Further, the statement helps students determine what objectives need to be accomplished first, and encourages the development of multiple levels of achievement for a specific objective.

A performance objective, therefore, contains the following criteria:

1. Learner/s identified.
2. Behavior or skill described.
3. Method of measurement determined.
4. Standard of achievement stated.
5. Time of completion indicated.

Knowledge may be divided into four broad categories.

1. Cognitive — content understanding (30%)
2. Psychomotor — physical activity (20%)
3. Psycholinguistic — verbal expression (12%)
4. Affective — values (11%)

Levels of comprehension (from lowest to highest)

	Knowledge	Instructional Modes
Level I	Literal	Large groups/lecture/ teacher dominated.
Level II	Interpretive	Small groups/discussion/ teacher and student oriented.
Level III	Applied	Student oriented/ independent learning.

Possible relationships between existing course outlines and performance objectives.

Performance Objectives

Course Outline

School Goals

School Goals

Subject Area or Team Goals

Subject Area or Team Goals

Course Objective

I. Major Category/Aims/Topic

Performance Objective

A. Sub-category

Enabling Objective

1. Sub-sub-category

Please insure that each subsequent breakdown is a logical follow-up.

Course Outline

First

Revision

I. Major Category/Aims/Topic

Course Objective

Course Objective

A. Sub-category

Sub-objective

Performance Objective

1. Sub-sub-category

Sub-sub-objective

Enabling Objective

NOTE: Under certain circumstances the sub-category may be eliminated.
However, it usually simplifies the procedure to include this category.

D.V.

LITERAL

Add
Define
Demonstrate
Describe
Distinguish
Explain
Express
Identify
Illustrate
Know
Label
List
Match
Memorize
Name
Order
Read
Recall
Recognize
Restate
Select
State a Rule
Subtract
Summarize
Translate
Write

INTERPRETIVE**COGNITIVE**

Analyze
Categorize
Choose
Classify
Comment
Compare
Deduce
Diagram
Differentiate
Discriminate
Dramatize
Generalize
Give Examples
Infer
Interpret
Organize
Put into Lists
Rearrange
Research
Restructure
Solve
Subdivide
Transfer
Use

APPLIED

Apply a Rule
Build
Compose
Construct
Create
Design
Develop
Formulate
Manipulate
Modify
Originate
Plan
Produce
Role Play

PSYCHOMOTOR

Follow Directions
Imitate
Jump
Measure
Run
Weigh

Coordinate

Act Smoothly
Automatic
Natural
Routine

AFFECTIVE

Accept
Ask
Attend
Choose
Demonstrate
Listen
Select

Agree
Argue
Choose
Define
Frown
Invite
Join
Put in Order
Relate
Share
Smile
Support

Abstract
Behave
Complete
Defend
Discriminate
Join
Practice
Serve
Share
Verify

ENGLISH

Subject Area Goal:

To prepare students to be attentive listeners, effective speakers, competent writers, logical thinkers, and sympathetic and perceptive readers of literature.

Course Objective:

The student will be able to relate the origin of the classic, oriental, and medieval period of drama to its religious basis.

Performance Objective:

The student will be able to explain through oral or written communication the origin of drama — religious ritual during the classical age by the end of the first three weeks of the course.

Enabling Objectives:

1. By the end of the third week the student will be able to read an introduction to the text and recall the specific facts presented in the text.
2. By the end of the third week, the student will be able to research a topic in the classical age dealing with the Greek theatre and give an oral report to the class.
3. Within three weeks a student will defend or deny, in class discussion, the concept that drama originated in religious ritual.

EXAMPLE DEVELOPED
BY: KEITH PARENT, NHRHSD

DRIVER EDUCATION

Subject Area Goal:

To give students a sound knowledge of traffic rules and regulations.

Course Objective:

The student will be able to identify the differences between natural and man-made laws as they pertain to safe driving by the end of the course.

Performance Objective:

The student will be able to define in essay form the eight scientific forces of nature that have an impact on safe driving by the end of the first five weeks of the course.

Enabling Objectives:

1. The student will be able to illustrate to the class an example of friction and its relationship to driving by the end of the first five weeks.
2. The student will be able to recall the definition of friction and give an example

EXAMPLE DEVELOPED
BY: JAMES HOOVER, NHRHSD

INDUSTRIAL ARTS

Subject Area Goal:

Provide the students with an understanding of the basic skills and knowledge required by industry for employment in woodworking, metal working and drafting fields.

Course Objective:

Students will be able to use various hand and power tools safely and correctly by the end of the course.

Performance Objective:

The student will be able to demonstrate the proper handling of steel rules, combination set, surface plate, outside calipers, inside calipers, depth gage, micrometer, and related working tools.

Enabling Objectives:

1. The student will be able to add, subtract, and reduce to lowest terms, fractions commonly used on a ruler down to $1/32$ by the first two weeks of the course.
2. The student will be able to differentiate any graduation of increment lines by the first two weeks of the course.
3. Given several pieces of metal he must be able to measure accurately all the dimensions of each given piece.

EXAMPLE DEVELOPED
BY: PETE KELLY, NHRHSD

SCIENCE

Subject Area Goal:

Inculcate an understanding of basic mathematical and scientific concepts through inquiry and experimentation.

Course Objective:

The student will be able to define physics, explain the function of physicists and the various mathematical techniques used to secure physical measurements and their relationships by the end of the first three months of the course.

Performance Objective:

By the end of the first two weeks of the course, the student will be able to use three methods of time measurement of a given event.

Enabling Objectives:

1. By the end of the first two weeks a student will be able to measure accurately a given event by the use of analysis of stroboscopic photograph, analysis of a ticker tape, and photo cell measurement.
2. By the end of the first two weeks a student will be able to measure accurately at least three events utilizing all three methods of measurement.
3. By the end of the first two weeks a student will be able to organize, conduct and describe an experiment of his own choice utilizing all three methods or developing and testing another method of time measurement.

EXAMPLE DEVELOPED
BY: EDWARD BAKER, NHRHSD

SOCIAL STUDIES

Team Goal:

The students will examine the effects of propaganda in American society.

Course Objectives for Social Studies:

During this course, the students will examine how propaganda created and maintained tension between the North and the South.

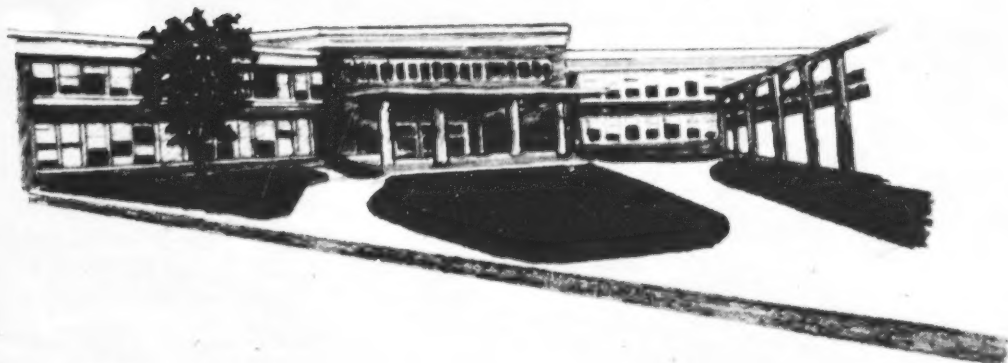
Performance Objective:

By the end of the first four weeks of the course, the student will be able to demonstrate by specific example how the events of the period 1850-1860 were turned into propaganda by both Northerners and Southerners.

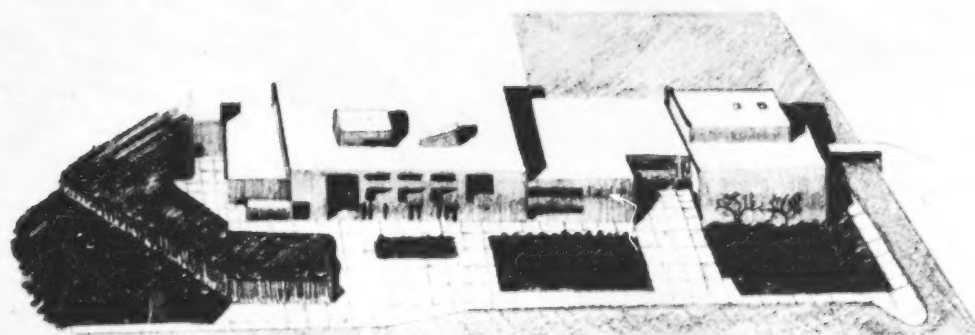
Enabling Objectives:

1. Given a list of article titles, and a second list of main ideas, the student will be able to match the article with its main idea.
2. Given a list of generalized statements about the country in 1860, the student will be able to decide how each of the authors in the assignment would react (agree or disagree) with each statement.
3. Using arguments and material found in these readings, the student will be able to write an essay giving and supporting his personal opinion as to whether or not secession was inevitable in 1860.

**EXAMPLE DEVELOPED
BY: R. CUNNINGHAM, NHRHSD**



North Hunterdon



Voorhees